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3. A small percentage of prisoners (7 per cent) obtain scores equivalent to those of typical army officers (above 105 points) as compared with 13 per cent of recruits.

4. Comparing the prison scores as a whole with the army scores as a whole, disregarding the excessive number of negroes and low-grade foreigners, we observe that the lowest 50 per cent of prisoners equal the lowest 40 per cent of draft recruits, while the highest 10 per cent of prisoners do not exceed the highest 25 per cent of draft recruits; that is to say, the prison population as a whole is somewhat inferior in intelligence to the army population as a whole, if we disregard the heavy proportion of negroes and low-grade foreigners in the prison. This army curve includes no negroes, while the prison curve includes about 25 per cent negroes, who tend to score below whites in this examination.

It is altogether impossible in a brief abstract to do justice to this report as a whole. Dr. Doll makes in the whole report a close analysis of crime conditions as he found them in the study of the population of the New Jersey prison.—R. H. G.

Preventive Work in the Los Angeles, California, Public Schools.—We have at hand the first annual report of the Division of Psychology in the Los Angeles Public School system. This relates to work in ungraded rooms. Dr. A. H. Sutherland, the psychologist in charge of the work, is making a great contribution in that city to what promises to be a successful carrying out of a plan for the prevention of delinquency and other social maladjustments. It appears to many of us that the logical place to do this preventive work is the public schools.

Educational Treatment of Defectives.—This is the subject of an interesting contribution by Alice M. Nash and S. D. Porteus in the Training School Bulletin for November, 1919. It is one of a large number of important publications from the Department of Research in the Training School at Vineland, New Jersey. A summary of the findings of the research follows:

1. In a great many cases the special class fails either because it is not fitting the defective for any occupation or because he does not follow in after life the occupation for which he has been trained.

2. Children vary just as much in their capacities for manual training as they do in scholastic abilities. In the great majority of instances special classes are not paying attention to this fact. Teaching a defective some scraps of woodwork or basketry is not helping very much to solve the question of his ultimate self-support.

3. There are indirect advantages of special class work with defectives, the main one being that the regular grades may do better when the feeble-minded are eliminated.

4. The purpose of this paper is to put down Vineland's educational experience. Its plan is to take each subject in turn and to attempt to justify its position in the curriculum either of the special school or special class.

5. An important point is the right selection of children for training in the various departments. For scholastic training the Binet tests give the best basis of classification. For industrial abilities the Porteus tests give the best indications.